



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

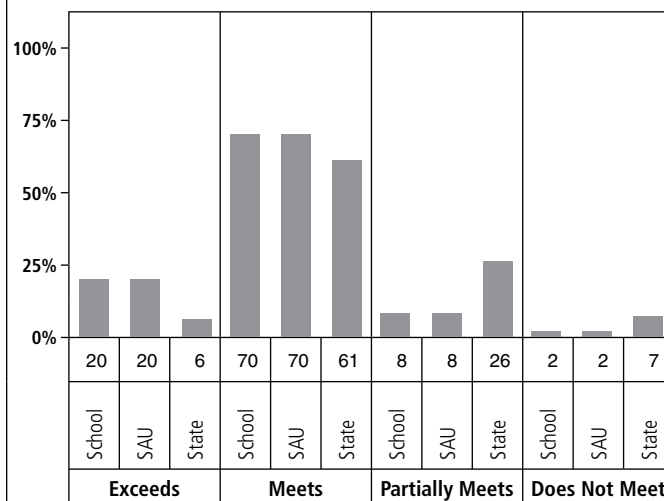
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

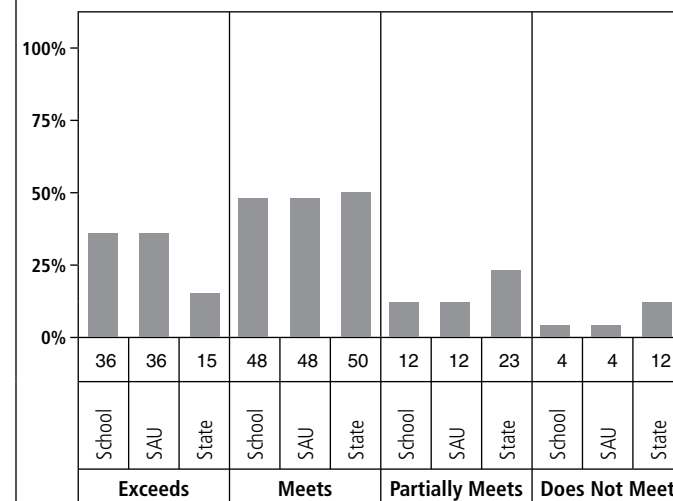
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	549	549	544
2007–2008	551	551	545
2008–2009	554	554	546
Cum. Avg.*	551	551	545
Mathematics			
2006–2007	554	554	546
2007–2008	555	555	546
2008–2009	556	556	547
Cum. Avg.*	555	555	546
Science			
2008–2009 **	550	550	543

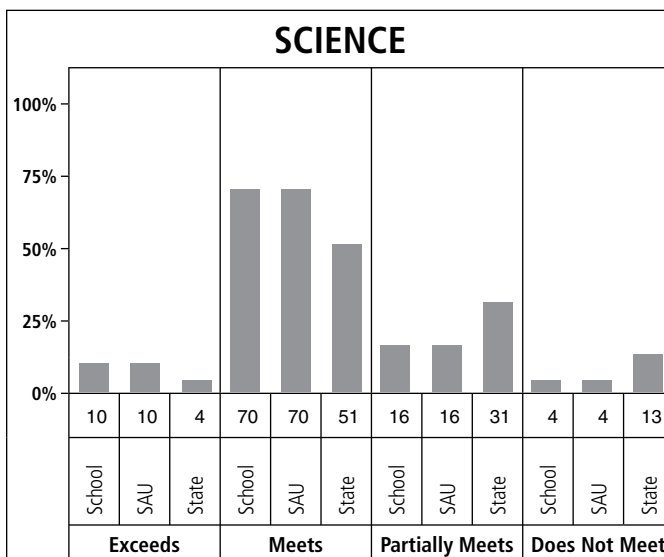
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	154	100	154	100	14212	100	154	100	154	100	14135	100	154	100	154	100	14144	100	154	100	154	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	6	4	6	4	259	2	6	100	6	100	253	98	6	100	6	100	258	100	6	100	6	100	257	99
Hispanic	2	1	2	1	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	146	95	146	95	13271	93	146	100	146	100	13212	100	146	100	146	100	13211	100	146	100	146	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	18	12	18	12	2479	17	18	100	18	100	2454	100	18	100	18	100	2455	100	18	100	18	100	2451	99
Current LEP	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	10	6	10	6	5848	41	10	100	10	100	5815	100	10	100	10	100	5819	100	10	100	10	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	134	87	134	87	10849	76	135	88	135	88	10872	76	136	88	136	88	10976	77
Identified disability (PET/IEP)	2	1	2	1	298	3	2	1	2	1	307	3	2	1	2	1	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	1	1	1	1	123	1	1	1	1	1	121	1	2	1	2	1	126	1
Participation with accommodations	19	12	19	12	3122	22	18	12	18	12	3124	22	17	11	17	11	3019	21
Identified disability (PET/IEP)	15	79	15	79	1992	64	15	83	15	83	2000	64	15	88	15	88	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	5	1	5	84	3	1	6	1	6	86	3	0	0	0	0	81	3
Other	3	16	3	16	907	29	2	11	2	11	886	28	2	12	2	12	826	27
Participation through alternate assessment (PAAP)	1	1	1	1	164	1	1	1	1	1	148	1	1	1	1	1	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	9	7	9	7	702	5
	2007-2008	14	10	14	10	659	5
	2008-2009	31	20	31	20	836	6
	Cum. Total*	54	13	54	13	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	103	76	103	76	7730	55
	2007-2008	105	77	105	77	8195	58
	2008-2009	107	70	107	70	8495	61
	Cum. Total*	315	74	315	74	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	19	14	19	14	4182	30
	2007-2008	16	12	16	12	3800	27
	2008-2009	12	8	12	8	3667	26
	Cum. Total*	47	11	47	11	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	4	5	4	1419	10
	2007-2008	1	1	1	1	1362	10
	2008-2009	3	2	3	2	973	7
	Cum. Total*	9	2	9	2	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	35.8	74.6	35.8	74.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	17.5	72.9	17.5	72.9	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	18.3	76.3	18.3	76.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	153	31	20	107	70	12	8	3	2	554	153	20	70	8	2	554	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	6	1	17	4	67	1	17	0	0	552	6	17	67	17	0	552	252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	145	30	21	101	70	11	8	3	2	554	145	21	70	8	2	554	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	8	47	7	41	2	12	541	17	0	47	41	12	541	2290	0	29	47	23	537
No	136	31	23	99	73	5	4	1	1	555	136	23	73	4	1	555	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	152	31	20	107	70	11	7	3	2	554	152	20	70	7	2	554	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	10	1	10	3	30	4	40	2	20	542	10	10	30	40	20	542	5716	2	51	35	12	542
No	143	30	21	104	73	8	6	1	1	555	143	21	73	6	1	555	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	153	31	20	107	70	12	8	3	2	554	153	20	70	8	2	554	13963	6	61	26	7	546
Gender																						
Female	86	24	28	57	66	3	3	2	2	555	86	28	66	3	2	555	6882	8	62	24	6	547
Male	67	7	10	50	75	9	13	1	1	552	67	10	75	13	1	552	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	153	31	20	107	70	12	8	3	2	554	153	20	70	8	2	554	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	153	31	20	107	70	12	8	3	2	554	153	20	70	8	2	554	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	40	34	24	540
B. less than one hour	63	20	21	69	71	6	6	2	2	554	63	21	71	6	2	554	70	6	63	26	6	546
C. one to two hours	33	11	22	34	67	6	12	0	0	554	33	22	67	12	0	554	24	7	61	26	6	546
D. more than two hours	3	0	0	4	80	0	0	1	20	550	3	0	80	0	20	550	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	17	26	44	68	3	5	1	2	557	42	26	68	5	2	557	36	10	67	18	5	549
B. good	49	14	19	52	69	7	9	2	3	552	49	19	69	9	3	552	47	5	62	27	6	546
C. fair	7	0	0	9	82	2	18	0	0	548	7	0	82	18	0	548	15	2	47	40	12	541
D. poor	1	0	0	2	100	0	0	0	0	550	1	0	100	0	0	550	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	11	22	36	72	3	6	0	0	555	33	22	72	6	0	555	31	9	65	20	5	548
B. They match some of what I have learned.	64	19	20	67	69	9	9	2	2	553	64	20	69	9	2	553	55	5	63	27	5	546
C. They match just a little of what I have learned.	3	0	0	3	75	0	0	1	25	542	3	0	75	0	25	542	10	3	45	38	14	542
D. There is no match.	1	0	0	1	100	0	0	0	0	552	1	0	100	0	0	552	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	2	8	16	67	4	17	2	8	547	16	8	67	17	8	547	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	26	25	71	68	6	6	1	1	555	68	25	68	6	1	555	64	7	63	25	5	547
C. easier than my regular schoolwork	16	3	13	19	79	2	8	0	0	555	16	13	79	8	0	555	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	3	1	20	3	60	0	0	1	20	548	3	20	60	0	20	548	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	47	15	21	48	67	8	11	1	1	553	47	21	67	11	1	553	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	49	15	20	55	73	4	5	1	1	555	49	20	73	5	1	555	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	16	8	32	14	56	1	4	2	8	556	16	32	56	4	8	556	20	10	64	21	5	548
B. 20 minutes to an hour	72	22	20	80	73	7	6	1	1	554	72	20	73	6	1	554	56	7	65	24	5	547
C. less than 20 minutes	7	1	10	6	60	3	30	0	0	549	7	10	60	30	0	549	10	3	52	33	12	543
D. I rarely read at home.	5	0	0	6	86	1	14	0	0	547	5	0	86	14	0	547	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	7	16	33	73	4	9	1	2	552	29	16	73	9	2	552	25	3	53	33	11	543
B. six to ten pages	31	14	29	29	60	4	8	1	2	555	31	29	60	8	2	555	26	6	61	26	7	546
C. eleven or more pages	39	10	17	45	75	4	7	1	2	554	39	17	75	7	2	554	49	8	65	23	5	547
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	552	50	0	100	0	0	552						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	41	30	41	30	1711	12
	2007-2008	32	24	32	24	1617	12
	2008-2009	55	36	55	36	2119	15
	Cum. Total*	128	30	128	30	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	68	50	68	50	6778	48
	2007-2008	85	63	85	63	7284	52
	2008-2009	74	48	74	48	7046	50
	Cum. Total*	227	53	227	53	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	20	15	20	15	3884	28
	2007-2008	13	10	13	10	3341	24
	2008-2009	18	12	18	12	3193	23
	Cum. Total*	51	12	51	12	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	7	5	7	5	1683	12
	2007-2008	6	4	6	4	1778	13
	2008-2009	6	4	6	4	1638	12
	Cum. Total*	19	4	19	4	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.5	65.6	31.5	65.6	25.5	53.1
A. Number	18	38	12.6	70.0	12.6	70.0	9.8	54.4
B. Data	10	21	6.2	62.0	6.2	62.0	5.2	52.0
C. Geometry	10	21	5.8	58.0	5.8	58.0	4.7	47.0
D. Algebra	10	21	6.8	68.0	6.8	68.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	153	55	36	74	48	18	12	6	4	556	153	36	48	12	4	556	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	6	2	33	3	50	0	0	1	17	549	6	33	50	0	17	549	257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	145	52	36	70	48	18	12	5	3	556	145	36	48	12	3	556	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	17	2	12	6	35	5	29	4	24	539	17	12	35	29	24	539	2307	3	32	32	33	536
No	136	53	39	68	50	13	10	2	1	558	136	39	50	10	1	558	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	152	55	36	74	49	18	12	5	3	556	152	36	49	12	3	556	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	10	4	40	2	20	2	20	2	20	547	10	40	20	20	20	547	5731	7	46	29	18	542
No	143	51	36	72	50	16	11	4	3	557	143	36	50	11	3	557	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	153	55	36	74	48	18	12	6	4	556	153	36	48	12	4	556	13988	15	50	23	12	547
Gender																						
Female	86	28	33	43	50	12	14	3	3	556	86	33	50	14	3	556	6889	14	51	23	12	546
Male	67	27	40	31	46	6	9	3	4	557	67	40	46	9	4	557	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	153	55	36	74	48	18	12	6	4	556	153	36	48	12	4	556	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	153	55	36	74	48	18	12	6	4	556	153	36	48	12	4	556	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	8	38	26	28	539
B. less than one hour	63	32	33	48	49	15	15	2	2	556	63	33	49	15	2	556	70	15	52	23	10	547
C. one to two hours	33	21	41	24	47	3	6	3	6	556	33	41	47	6	6	556	24	15	51	23	11	547
D. more than two hours	3	2	40	2	40	0	0	1	20	555	3	40	40	0	20	555	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	32	48	28	42	5	8	1	2	561	43	48	42	8	2	561	34	28	50	14	8	552
B. good	47	21	29	38	53	10	14	3	4	554	47	29	53	14	4	554	45	11	54	24	10	546
C. fair	10	2	13	8	53	3	20	2	13	547	10	13	53	20	13	547	18	3	45	33	19	540
D. poor	0										0						3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	27	48	22	39	6	11	1	2	560	37	48	39	11	2	560	38	22	52	19	7	550
B. They match some of what I have learned.	54	27	33	43	52	9	11	3	4	556	54	33	52	11	4	556	48	12	53	24	11	546
C. They match just a little of what I have learned.	8	0	0	9	69	3	23	1	8	546	8	0	69	23	8	546	11	6	40	30	24	540
D. There is no match.	1	1	50	0	0	0	0	1	50	544	1	50	0	0	50	544	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	12	6	32	8	42	4	21	1	5	552	12	32	42	21	5	552	17	7	42	30	21	540
B. about the same as my regular schoolwork	60	31	34	48	52	10	11	3	3	556	60	34	52	11	3	556	64	15	53	23	10	547
C. easier than my regular schoolwork	27	18	43	18	43	4	10	2	5	558	27	43	43	10	5	558	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	4	24	5	29	4	24	4	24	545	11	24	29	24	24	545	7	6	39	27	27	539
B. 30–45 minutes	49	23	31	40	53	10	13	2	3	555	49	31	53	13	3	555	28	9	49	28	15	544
C. 45–60 minutes	37	26	46	27	47	4	7	0	0	561	37	46	47	7	0	561	41	17	53	21	9	548
D. more than 60 minutes	3	2	50	2	50	0	0	0	0	557	3	50	50	0	0	557	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	2	33	3	50	0	0	1	17	553	4	33	50	0	17	553	6	14	43	24	20	543
B. two or three days a week	25	17	44	16	41	4	10	2	5	557	25	44	41	10	5	557	24	17	52	21	10	548
C. two or three times each month	43	21	32	37	56	7	11	1	2	557	43	32	56	11	2	557	33	17	52	21	9	548
D. never or almost never	27	15	36	18	43	7	17	2	5	554	27	36	43	17	5	554	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	11	41	10	37	4	15	2	7	555	18	41	37	15	7	555	23	13	47	26	15	545
B. two or three days a week	39	20	33	33	55	5	8	2	3	556	39	33	55	8	3	556	31	17	52	21	10	548
C. two or three times each month	29	19	42	19	42	5	11	2	4	558	29	42	42	11	4	558	27	17	52	21	10	548
D. never or almost never	14	5	24	12	57	4	19	0	0	556	14	24	57	19	0	556	20	12	50	24	14	545
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	558	50	0	100	0	0	558						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	502	50	0	0	0	100	502						

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 N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	16	10	16	10	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	107	70	107	70	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	24	16	24	16	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	6	4	6	4	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	33.4	69.6	33.4	69.6	29.2	60.8
D. The Physical Setting	24	50	14.8	61.7	14.8	61.7	12.9	53.8
E. The Living Environment	24	50	18.7	77.9	18.7	77.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	153	16	10	107	70	24	16	6	4	550	153	10	70	16	4	550	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	6	1	17	2	33	2	33	1	17	548	6	17	33	33	17	548	256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	145	15	10	104	72	21	14	5	3	550	145	10	72	14	3	550	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	17	1	6	7	41	6	35	3	18	542	17	6	41	35	18	542	2309	2	29	39	29	536
No	136	15	11	100	74	18	13	3	2	551	136	11	74	13	2	551	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	152	16	11	107	70	24	16	5	3	550	152	11	70	16	3	550	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	10	0	0	5	50	2	20	3	30	542	10	0	50	20	30	542	5729	2	42	37	20	539
No	143	16	11	102	71	22	15	3	2	551	143	11	71	15	2	551	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	153	16	10	107	70	24	16	6	4	550	153	10	70	16	4	550	13987	4	51	31	13	543
Gender																						
Female	86	7	8	64	74	13	15	2	2	550	86	8	74	15	2	550	6886	4	49	33	14	542
Male	67	9	13	43	64	11	16	4	6	551	67	13	64	16	6	551	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	153	16	10	107	70	24	16	6	4	550	153	10	70	16	4	550	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	153	16	10	107	70	24	16	6	4	550	153	10	70	16	4	550	13545	4	51	32	13	543

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SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	37	35	25	538
B. less than one hour	63	11	11	66	68	19	20	1	1	550	63	11	68	20	1	550	70	4	53	31	12	544
C. one to two hours	33	5	10	37	73	4	8	5	10	551	33	10	73	8	10	551	24	5	51	31	12	544
D. more than two hours	3	0	0	4	80	1	20	0	0	548	3	0	80	20	0	548	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	8	17	34	74	3	7	1	2	556	30	17	74	7	2	556	26	7	56	26	11	545
B. good	55	8	10	60	71	13	15	3	4	549	55	10	71	15	4	549	53	4	53	31	11	544
C. fair	15	0	0	13	57	8	35	2	9	544	15	0	57	35	9	544	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	25	3	8	31	82	3	8	1	3	551	25	8	82	8	3	551	23	5	56	28	11	544
B. They match some of what I have learned.	46	6	8	52	73	9	13	4	6	550	46	8	73	13	6	550	48	5	52	31	12	544
C. They match just a little of what I have learned.	25	7	18	21	55	9	24	1	3	551	25	18	55	24	3	551	23	4	49	33	14	543
D. There is no match.	4	0	0	3	50	3	50	0	0	542	4	0	50	50	0	542	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	5	14	22	59	9	24	1	3	550	24	14	59	24	3	550	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	7	8	66	76	10	11	4	5	551	57	8	76	11	5	551	58	4	52	32	12	543
C. easier than my regular schoolwork	18	4	14	18	64	5	18	1	4	550	18	14	64	18	4	550	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	95	15	10	102	71	21	15	6	4	551	95	10	71	15	4	551	33	5	51	31	14	543
B. a few times a week	3	1	25	2	50	1	25	0	0	551	3	25	50	25	0	551	45	4	52	32	11	544
C. once a week	1	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	8	4	50	30	16	542
D. a few times a month	1	0	0	0	0	2	100	0	0	533	1	0	0	100	0	533	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	8	2	17	7	58	3	25	0	0	548	8	17	58	25	0	548	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	46	4	6	48	69	13	19	5	7	548	46	6	69	19	7	548	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	11	2	12	11	65	4	24	0	0	551	11	12	65	24	0	551	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	34	8	15	39	75	4	8	1	2	554	34	15	75	8	2	554	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	56	4	5	70	82	7	8	4	5	551	56	5	82	8	5	551	47	4	51	32	12	543
B. a few times a month	35	8	15	29	55	14	26	2	4	549	35	15	55	26	4	549	27	5	54	30	11	544
C. once a month	7	3	27	6	55	2	18	0	0	555	7	27	55	18	0	555	10	5	49	30	15	543
D. never or almost never	1	1	50	0	0	1	50	0	0	552	1	50	0	50	0	552	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	57	5	6	63	75	11	13	5	6	549	57	6	75	13	6	549	46	4	52	32	12	543
B. a few times a month	32	6	13	33	70	8	17	0	0	552	32	13	70	17	0	552	28	5	53	30	12	544
C. once a month	6	4	44	2	22	2	22	1	11	553	6	44	22	22	11	553	11	4	47	34	15	542
D. never or almost never	5	1	14	4	57	2	29	0	0	552	5	14	57	29	0	552	15	4	50	30	16	542
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						

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 N = Number